

**FSA and FCAT 2.0/NGSSS Assessment Accommodations (Updated Spring 2016)**  
**Excerpts relating to students who are deaf, hard of hearing or deafblind.**  
**Questions/Answers: 1, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17**

**Accommodations for Students with Disabilities – General Information**

**1. Which assessments will be administered in 2015-2016?**

The table below provides details about the Florida Standards Assessments (FSA) and the FCAT 2.0/Next Generation Sunshine State Standards (NGSSS) assessments that will be administered in 2015-2016.

	FSA	FCAT 2.0/NGSSS
<b>Contractor</b>	<ul style="list-style-type: none"> <li>• American Institutes for Research (AIR)</li> <li>• Subcontractor for materials production: Data Recognition Corporation (DRC)</li> </ul>	Pearson
<b>Standards Assessed</b>	Florida Standards	Next Generation Sunshine State Standards (NGSSS)
<b>CBT Platform</b>	Test Delivery System (TDS)	TestNav 8
<b>Computer-Based Test Administration (with paper-based accommodations for eligible students with IEPs/Section 504 plans)</b>	<ul style="list-style-type: none"> <li>• Grades 8-10 ELA Writing</li> <li>• ELA Writing Retake</li> <li>• Grades 4-10 ELA Reading</li> <li>• ELA Reading Retake</li> <li>• Grades 5-8 Mathematics</li> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2</li> </ul>	<ul style="list-style-type: none"> <li>• FCAT 2.0 Reading Retake</li> <li>• Algebra 1 Retake</li> <li>• Biology 1</li> <li>• Civics</li> <li>• U.S. History</li> </ul>
<b>Paper-Based Test Administration</b>	<ul style="list-style-type: none"> <li>• Grades 4-7 ELA Writing</li> <li>• Grade 3 ELA Reading</li> <li>• Grades 3-4 Mathematics</li> </ul>	Grades 5 and 8 Statewide Science Assessment

**3. What types of items are on the FSA?**

The Florida Standards Assessments are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are eight types of TEIs that may appear on computer-based FSA ELA assessments and nine types of TEIs that may appear on computer-based FSA Mathematics assessments. For Grade 3 ELA assessments and Grades 3-4 Mathematics assessments, which are

[http://fsassessments.org/wp-content/uploads/2016/01/Assessment-Accommodations-FAQ\\_Updated-Spring-2016.pdf](http://fsassessments.org/wp-content/uploads/2016/01/Assessment-Accommodations-FAQ_Updated-Spring-2016.pdf)

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paper-based tests in 2015-2016, and for students with an IEP or Section 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items aligned to the same standard/reporting category that can be scanned and scored electronically.

Beginning in spring 2016, computer-based **and** paper-based Grades 4-10 ELA Reading and ELA Reading Retake will require access to audio/listening stimuli for certain test item(s).

For samples of each of the item types, see the FSA practice tests at <http://fsassessments.org/students-and-families/practice-tests>. For more information on TEIs, see the most current test design summaries posted to the [FSA Portal](#). Click on the About the FSAs tab to access the documents.

### **4. Do all students with disabilities take FSA assessments?**

Any student with a disability participates in the statewide assessment program by taking the FSA with or without accommodations unless the student meets criteria for participation in the Florida Standards Alternate Assessment (FSAA). An exemption from participation in a statewide assessment may be requested for an extraordinary circumstance or condition per Section 1008.212, Florida Statutes, or for medical complexity per s. 1008.22(10), F.S. All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 plan.

### **5. Which students are eligible for accommodations on FSA assessments?**

A student with a disability is eligible to receive accommodations on FSA assessments if the IEP team or Section 504 plan team determines and documents that the student requires allowable accommodations during instruction, as well as for participation in statewide standardized assessments. The IEP team or the Section 504 plan team should determine which accommodations the student needs, if any. This information must be documented in the student's IEP or Section 504 plan. The accommodations are then used regularly in the classroom for daily academic work and assessments. In accordance with testing guidelines, these same accommodations—if proven successful in the classroom and if allowable—may be used during the administration of statewide assessments.

### **6. What accommodations are allowed on FSA assessments?**

The following table provides details about the features and accommodations that are available for the FSA and FCAT 2.0/NGSSS assessments. Additional accommodations that may be provided are included in the categories of flexible presentation, flexible responding, flexible setting, flexible scheduling, and assistive devices/tools. Allowable accommodations are listed in the test administration manuals published by the Florida Department of Education (FDOE) Bureau of K-12 Student Assessment.

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	<b>FSA Test Delivery System (AIR)</b>	<b>FCAT 2.0/NGSSS TestNav 8 (Pearson)</b>
<b>Computer-Based Features Available to All Students</b>	<ul style="list-style-type: none"> <li>• Enlarge Print Size</li> <li>• Zoom</li> <li>• Color Contrast</li> <li>• Line Reader</li> <li>• Highlighter</li> <li>• Notepad</li> <li>• Answer Choice Eliminator</li> </ul>	<ul style="list-style-type: none"> <li>• Increase Text Size</li> <li>• Zoom</li> <li>• Magnifier</li> <li>• Color Contrast</li> <li>• Line Reader</li> <li>• Highlighter</li> <li>• Notepad</li> <li>• Answer Choice Eliminator</li> </ul>
<b>Computer-Based Accommodations</b>	<ul style="list-style-type: none"> <li>• Text-to-Speech (TTS)</li> <li>• Masking</li> <li>• <b>American Sign Language (ASL) Videos for audio stimuli</b></li> </ul>	<ul style="list-style-type: none"> <li>• Text-to-Speech (TTS)</li> <li>• Masking</li> <li>•</li> </ul>
<b>Passage Booklet Accommodations (for computer-based tests)</b>	<ul style="list-style-type: none"> <li>• Regular Print Writing Passage Booklet</li> <li>• Large Print Writing Passage Booklet</li> <li>• Regular Print Reading Passage Booklet</li> <li>• Large Print Reading Passage Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Print Reading Passage Booklet</li> </ul>
<b>Paper-Based Accommodations</b>	<ul style="list-style-type: none"> <li>• Regular Print</li> <li>• Large Print</li> <li>• Contracted Braille</li> <li>• Uncontracted Braille</li> <li>• One-Item-Per-Page</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Print</li> <li>• Large Print</li> <li>• Contracted Braille</li> <li>• Uncontracted Braille</li> <li>• One-Item-Per-Pag</li> </ul>

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### 8. What is the deadline for IEPs and Section 504 plans to be updated for students that require accommodations on FSA assessments?

There is no deadline for IEP/Section 504 plan updates. Accommodations should be documented on an IEP/Section 504 plan based on the needs of the student and should not be dictated by testing dates or deadlines. Accommodations should be determined necessary by the IEP/Section 504 plan team for regular use by the student in the classroom as well as on assessments.

### 9. Can a student with a disability receive an FSA waiver of results?

Yes. Per s. 1008.22(3)(c)2 and 3 and s. 1003.4282(10)(e), a student with a disability may request a waiver of assessment results for the purpose of receiving a course grade or a standard diploma. The student must have participated in the assessment at least once and must meet all other waiver criteria. For more information regarding the waiver, see the Technical Assistance Paper, *Waiver of Statewide, Standardized Assessment Results for Students with Disabilities*, available at <http://info.fldoe.org/docushare/dsweb/Get/Document-7321/dps-2015-16.pdf>.

## Accommodations for Students with Disabilities – Presentation

### 10. What is masking?

Masking allows a student to cover portions of a page or item. In the case of answer masking, multiple-choice answer options are covered so that they may be viewed individually.

### 11. Is oral presentation allowable on FSA? Is there a text-to-speech option?

Yes. The following read-aloud accommodations are available for FSA:

**FSA ELA Writing** – Students with an oral presentation accommodation on their IEPs or Section 504 plans may have the **directions and prompt** read aloud to them. The Writing Component of the ELA test requires that students read a variety of texts and respond to what they have read. Because this portion of the test assesses reading skills as well as writing skills, the passages may NOT be read aloud to students.

**FSA ELA Reading** – Students with an oral presentation accommodation on their IEPs or Section 504 plans may have the **directions, test questions, and answer choices** read aloud to them. The Reading passages may NOT be read aloud to students.

**FSA Mathematics** – All mathematics directions, test questions, and answer choices may be read aloud to students with this accommodation.

For computer-based tests, text-to-speech features will be available on the appropriate read-aloud portions for students who are assigned this accommodation in the system.

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**12. Can FSA items be translated into American Sign Language?**

Yes. Any portions of tests that may be read aloud may also be signed for students with this accommodation.

**13. Since FSA ELA Reading items and answer choices can be read, can FCAT 2.0 Reading Retake items and answer choices be read aloud or signed?**

No. Allowable oral/signed presentation accommodations for FCAT 2.0 and NGSSS assessments have not changed. Oral and signed presentation may be provided for all directions and for Statewide Science and NGSSS EOC items and answer choices. FCAT 2.0 Reading passages, items, and answer choices may NOT be read aloud or signed. The following table details allowable oral/signed presentation accommodations for FSA and for FCAT 2.0/NGSSS assessments.

	FSA	FCAT 2.0/NGSSS
	Allowable Oral/Signed Presentation Accommodations?	
<b>Directions</b>	Yes	Yes
<b>Writing Passages</b>	No	n/a
<b>Writing Prompt</b>	Yes	n/a
<b>Reading Passages</b>	No	No
<b>Reading Items</b>	Yes	No
<b>Reading Answer Choices</b>	Yes	No
<b>Mathematics Items</b>	Yes	Yes
<b>Mathematics Answer Choices</b>	Yes	Yes
<b>Science Items</b>	n/a	Yes
<b>Science Answer Choices</b>	n/a	Yes
<b>EOC Items</b>	Yes	Yes
<b>EOC Answer Choices</b>	Yes	Yes

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**14. Can electronic sign language dictionaries be used?**

Yes. Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in the instructional setting and may include synonyms and an index but must **not** provide definitions of words. Electronic versions must meet the same requirements without accessing the Internet.

**15. How is the listening portion of FSA ELA Reading accommodated for students who are deaf or hard of hearing?**

Beginning in spring 2016, ASL videos for audio/listening stimuli will be available for eligible students who require them. Test administrators or proctors may also repeat or sign audio/listening stimuli to eligible students who require these modes of presentation.

**16. Can a dual monitor setup be used for a student receiving signed or oral presentation?**

Yes. A second monitor, presenting identical information, may be positioned so that the test administrator or proctor can face the student and present the questions.

**17. Can students receive oral presentation from a human reader instead of using text-to-speech (TTS)?**

If the type of oral presentation is not specified on the IEP or Section 504 plan, the accommodation may be provided by a human reader **or** via the computer-based text-to-speech form. If specified, the accommodation should be provided as documented. As with all accommodations, the manner in which the accommodation is provided should be consistent with its use in the classroom (ensuring that students have sufficient practice and are familiar